

JUNIOR HIGH SOCIAL STUDIES

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## JUNIOR HIGH SOCIAL STUDIES

### A. PROGRAM RATIONALE AND PHILOSOPHY

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"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

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Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Social Studies Program takes the following factors into account:

**The Nature and Needs of the Learner:** The expected learnings are consistent with the social and intellectual maturity of the students.

**The Nature and Needs of a Changing Society:** The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

**The Nature of Knowledge in Each Subject Area:** The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

**The Learning Environment:** The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and to communicate their information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills which they can apply to a wide range of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as a self-motivated, self-directed problem solvers and decision makers who have the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.



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**B. GOAL AND OBJECTIVES OF SOCIAL STUDIES**

**RESPONSIBLE CITIZENSHIP** is the ultimate goal of social studies. Underlying this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating in the democratic process constructively by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that have a universality for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

**KNOWLEDGE OBJECTIVES** – To be a responsible citizen one needs to be well informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The goals, objectives, and content should take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a general rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information which apply to specific situations.

**SKILL OBJECTIVES** – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. The skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components. Skill objectives for social studies are grouped into the following categories:

- |                      |   |
|----------------------|---|
| Process Skills       | - skills that help one acquire, evaluate and use information and ideas  |
| Communication Skills | - skills that help one receive, express and present information and ideas   |
| Participation Skills | - skills that help one interact with others   |
| Inquiry Skills       | - skills (strategies) that help one answer questions, solve problems and make decisions utilizing process, communication and participation skills |





Inquiry skills are developed by providing students with many experiences in problem-solving and decision-making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those which have a solution based on the available evidence to those that are issues. A problem may be defined as any situation for which the solution is unknown. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Inquiry is a strategy used to seek information about a question, a problem or an issue. Each topic includes a section "Issues and Questions for Inquiry". This list is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. At times a step-by-step approach may be best. At other times creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action. (The strategies provided in curriculum documents vary from elementary through secondary levels.)

## A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

## A MODEL FOR MAKING DECISIONS

- Identify an issue
- Identify possible solutions
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action

**ATTITUDE OBJECTIVES** – The attitude objectives describe a way of thinking, acting or feeling and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry.



The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies that students should be encouraged to develop include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect (tolerance and understanding) towards individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

## **C. CONTENT AND TIME ALLOTMENT**

### Topics of Study

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made which, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen which complement other subject areas and avoid unnecessary repetition of material from previous social studies grades.

The junior high curriculum examines people in society as they interact with their many environments-cultural, physical and economic. Within each topic, the geographic setting is to be used to develop and maintain geographic skills. "Issues and Questions for Inquiry" provide a guide for the organization and combination of the program dimensions-knowledge, skills and attitude objectives.

The study of current affairs adds considerably to the relevance, interest and immediacy of the Social Studies Program. Current affairs should be handled as inclusions in (and extensions of) curricular objectives and not as a separate topic isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach which encourages the goals of responsible citizenship is employed and the prescribed objectives of the course are met.

### Required/Elective Components

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The elective component occupies 20% of the program. The elective component provides enrichment and remediation consistent with the objectives of the course.

The required component contains the knowledge, skills and attitudes that all students should be expected to acquire.

The elective component provides enrichment and remediation consistent with the content and objectives of the required component and provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students.



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### Time Allocations

The minimum time allotment per course shall be 100 hours. It is intended that within the time allotted for the course, each topic should receive an equivalent amount of time.

TOPIC A	KNOWLEDGE SKILLS ATTITUDES
TOPIC B	KNOWLEDGE SKILLS ATTITUDES
TOPIC C	KNOWLEDGE SKILLS ATTITUDES

REQUIRED

80hours (80%)

ELECTIVE

Enrichment

Remediation

Innovation

Individual Need

20hours (20%)





## **D. EVALUATION**

Evaluation, within the Alberta Social Studies Curriculum, is the process of collecting, processing, interpreting and judging program objectives, teaching strategies, pupil achievement, and instructional resources.

Evaluation is important during all phases of planning and instruction. It should begin with diagnosis of student needs, and include consideration of ways that basic resources and support materials can be used to advantage in instruction. Formative evaluation, undertaken throughout the instruction phase, determines how well students are achieving prescribed objectives, and permits the planning of specific learning experiences. Final or summative evaluation should occur at the end of each prescribed topic. Usually its purpose is to assign a grade and assess the degree of overall success in meeting learning objectives.

In social studies:

- Evaluation should be a continuous process.
- Evaluation should encompass the full range of social studies objectives.
- Evaluation of selected objectives should be a cooperative process involving students and teachers.
- Evaluation should include a variety of techniques for obtaining information, e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments.
- Records should be maintained to provide sufficient information for decision-making purposes.
- Evaluation should enable judgments to be made about the relationship between personal teaching style, instructional resources and student achievement.
- Evaluation should comply with local accreditation policies.

**Weighting** – To evaluate the course or each topic (unit), knowledge and skill objectives should have balanced weighting

**Attitudes** – To prepare students for citizenship, schools must help them develop constructive attitudes. Attitude objectives should receive continuous and informal evaluation.



**GRADE SEVEN****PEOPLE AND THEIR CULTURE**

**TOPIC A** Culture

**TOPIC B** Cultural Transition in Japan

**TOPIC C** Canada: A Multicultural Society

**FOCUS:**

The focus is culture in general, and the student's culture in particular. Cultural interaction and adaptation in Canada necessitates an understanding of multiculturalism. The study of another culture (the Japanese) provides the opportunity to apply cultural concepts.

**RATIONALE:**

Each human society has particular patterns of behaviour that make up its culture. All cultures have some common characteristics; every culture also has some unique characteristics. Cultural change is a continuous and accelerating process, brought about through invention, borrowing and population shifts. A study of comparative cultures, within and outside a country, will help students understand human behaviour and can reduce ethnocentrism.



TOPIC A Culture

The intent of the study is to help students develop an understanding of culture.

Students will study the culture in their own immediate environment: home, school and community. Based on this experience, students will develop a basic understanding of culture which will help for the study of any culture.

ISSUES AND QUESTIONS FOR INQUIRY

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major:        – What is culture?

Related:     – How do members of a cultural group express their individuality?

– Should we be willing to change our culture?

– How do family, school and the community influence individuals?

– What relationships exist between communication and culture?

– How do customs, traditions and laws influence our way of life?

– How do beliefs and values in a community affect its institutions?

ATTITUDE OBJECTIVES

Students will be encouraged to develop:

- Respect for others.
- Objectivity in the examination of similarities and differences within a culture





**KNOWLEDGE OBJECTIVES**

Students will demonstrate an understanding of the following:

**MAJOR GENERALIZATION**

Culture is a learned way of life shared by a group of people.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"><li>- Communication in all its forms is the means by which culture is learned.</li></ul>	<ul style="list-style-type: none"><li>- communication</li></ul>	<ul style="list-style-type: none"><li>- language</li><li>- media</li><li>- arts</li></ul>
<ul style="list-style-type: none"><li>- Socialization is achieved through interaction with others.</li></ul>	<ul style="list-style-type: none"><li>- socialization</li></ul>	<ul style="list-style-type: none"><li>- institutions (family, education, religion, government, economy, recreation – role models)</li><li>- laws</li><li>- customs</li><li>- traditions</li></ul>
<ul style="list-style-type: none"><li>- Beliefs and values influence behaviour.</li></ul>	<ul style="list-style-type: none"><li>- beliefs/values</li></ul>	<ul style="list-style-type: none"><li>- religion</li><li>- home</li><li>- community</li><li>- behaviour</li></ul>
<ul style="list-style-type: none"><li>- Individuals assume a variety of roles.</li></ul>	<ul style="list-style-type: none"><li>- role</li></ul>	<ul style="list-style-type: none"><li>- conformity</li><li>- individuality</li><li>- identity</li></ul>



## SKILL OBJECTIVES

Students will be able to do the following:

### PROCESS SKILLS

#### Locating/Organizing/Interpreting

- Collect data on the role institutions play in satisfying the needs of the members of a culture.
- Read and interpret maps (physical regions, climate).

#### Analyzing/Synthesizing/Evaluating

- Categorize data as economic, social and political aspects of culture.
- Draw conclusions about role institutions play in establishing a balance between conformity and individuality.
- Develop a model to use in analyzing culture(s).

### COMMUNICATION SKILLS

- Construct a chart on culture as a way of life.
- Write, in point form, a defense for a decision to encourage more conformity or individuality in some aspect of culture.

### PARTICIPATION SKILLS

Participate in group decision-making by:

- applying alternative models (e.g., consensus, majority rule, authority) for arriving at a group decision on a specific issue
- assessing the alternative models in terms of the preferred balance between conformity and individuality

### INQUIRY SKILLS

Problem-Solving  
Decision-Making



**TOPIC B Cultural Transition: A Case Study of Japan**

The intent of the study is to help students understand cultural transition.

Students will study the changes that have occurred in Japanese culture in the past century.

**ISSUES AND QUESTIONS FOR INQUIRY**

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How does culture change?
  - To what extent should change within a culture be encouraged?
- Related:
- What influences cultures to change?
  - What changes have taken place in Japanese culture?
  - What aspects of traditional Japanese culture have been retained?
  - What impact has contact with other societies had on Japanese culture?
  - How do people respond to cultural change?

**ATTITUDE OBJECTIVES**

Students will be encouraged to develop:

- Empathy for people undergoing change.





## KNOWLEDGE OBJECTIVES

Students will demonstrate an understanding of the following:

## MAJOR GENERALIZATION

Cultural transition occurs as a result of a variety of influences.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"> <li>- Change results from one or a combination of causes.</li> </ul>	<ul style="list-style-type: none"> <li>- agents of change</li> </ul>	<ul style="list-style-type: none"> <li>- technology</li> <li>- natural environment (resources, geographic isolation)</li> <li>- war</li> <li>- contact</li> <li>- invention</li> </ul>
<ul style="list-style-type: none"> <li>- Change is a continuous process occurring unevenly within cultures.</li> </ul>	<ul style="list-style-type: none"> <li>- transition</li> </ul>	<ul style="list-style-type: none"> <li>- lifestyles               <ul style="list-style-type: none"> <li>• communication</li> <li>• socialization (institutions, etc.)</li> <li>• beliefs/values</li> <li>• role (worker, family etc.)</li> </ul> </li> <li>- adaption</li> </ul>
<ul style="list-style-type: none"> <li>- Some aspects of culture are more enduring than others.</li> </ul>	<ul style="list-style-type: none"> <li>- cultural retention</li> </ul>	<ul style="list-style-type: none"> <li>- traditional way of life               <ul style="list-style-type: none"> <li>• communication</li> <li>• socialization (institutions, etc.)</li> <li>• beliefs/values</li> <li>• role</li> </ul> </li> </ul>



## SKILL OBJECTIVES

Students will be able to do the following:

### PROCESS SKILLS

#### Locating/Organizing/Interpreting

- Read, interpret materials for information on a another society – economic, social and political aspects.
  - (i) technology
  - (ii) needs satisfied
- Read and interpret maps (political, physical, climate, vegetation).

#### Analyzing/Synthesizing/Evaluating

- Infer reasons for alternative views about the impact of cultural contact on another society.
- Draw conclusions about impact of Western technological societies on another society.

### COMMUNICATION SKILLS

- Construct a diagram of selected cultures' use of their environment.
- Construct a chart on selected culture according to economic, social and political aspects.
- Make an oral presentation, as part of a group, on how cultures are influenced to change the way they meet their needs using prepared notes in outline form.

### PARTICIPATION SKILLS

- Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer) in the preparation of a group presentation.

### INQUIRY SKILLS

Problem-Solving  
Decision-Making



TOPIC C Canada: A Multicultural Society

The intent of the study is to help students develop an understanding of the multicultural nature of Canadian society.

Students will study multiculturalism in Canada by examining at least three cultural groups, one of which shall be Metis, Indian or Inuit using the basic understanding of culture developed in Topic 7A.

ISSUES AND QUESTIONS FOR INQUIRY

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major:           – What is multiculturalism?

Related:       – What are the distinguishing cultural characteristics of selected groups?

– How does your cultural heritage influence your way of life?

– How have different cultural groups adapted to life in Canada?

– How has multiculturalism evolved in Canada?

– How does multiculturalism influence the Canadian way of life?

– To what extent should Canadians be encouraged to retain their cultural heritage?

ATTITUDE OBJECTIVES

Students will be encouraged to develop:

– Appreciation for the multicultural nature of Canada.





## KNOWLEDGE OBJECTIVES

Students will demonstrate an understanding of the following:

## MAJOR GENERALIZATION

Multiculturalism in Canada promotes cultural diversity .

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"> <li>- Cultural heritage is part of an individuals identity.</li> </ul>	<ul style="list-style-type: none"> <li>- cultural heritage</li> </ul>	<ul style="list-style-type: none"> <li>- beliefs/values</li> <li>- customs</li> <li>- traditions</li> <li>- legends/stories</li> <li>- lifestyle</li> </ul>
<ul style="list-style-type: none"> <li>- Canada's population is made up of both indigenous and immigrant cultural groups.</li> </ul>	<ul style="list-style-type: none"> <li>- cultural groups</li> </ul>	<ul style="list-style-type: none"> <li>- country of origin</li> <li>- settlement patterns</li> <li>- indigenous groups</li> <li>- immigration</li> </ul>
<ul style="list-style-type: none"> <li>- Multiculturalism supports the existence of distinct cultural groups side by side within a country.</li> </ul>	<ul style="list-style-type: none"> <li>- multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>- government policy</li> <li>- contribution</li> <li>- adaptation</li> </ul>



## SKILL OBJECTIVES

Students will be able to do the following:

## PROCESS SKILLS

Locating/Organizing/Interpreting

- Collect data from a variety of sources, the experiences of specific ethnic/cultural groups in Canada.
- Read and interpret maps (countries of origin).

Analyzing/Synthesizing/Evaluating

- Assess ways the government policies have responded to ethnic/cultural issues in the past and present.
- Recognize examples of discrimination and prejudice in historical documents.
- Draw conclusions about the problems and benefits of cross – cultural contact.

## COMMUNICATION SKILLS

- Present a short anecdote relating a significant event in one's personal cultural or ethnic history, using prepared notes in outline form.
- Create a graph to show the cultural and ethnic origins of the present Canadian population.

## PARTICIPATION SKILLS

- Participate in group work and decision-making by:
  - learning to challenge ideas, not individuals
  - respecting the opinions of others.

## INQUIRY SKILLS

Problem-Solving  
Decision-Making



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## **GRADE EIGHT**

### **HISTORY AND GEOGRAPHY IN THE WESTERN HEMISPHERE**

**TOPIC A** Geography of North America: Canada and the United States

**TOPIC B:** South America: A Case Study of Brazil

**TOPIC C** Canada: History to the Twentieth Century

#### **FOCUS:**

The focus is physical and human geography in the Western Hemisphere (especially Canada, the United States and Brazil) and history in Canada.

#### **RATIONALE:**

Regions define both convenient and manageable units upon which to organize our knowledge of the world. We may view regions as an intermediate step between our knowledge of local places and our knowledge of the entire world. Eventually they help us to see the world as an integrated system of places that we can comprehend as an interdependent whole.

The study will extend the students understanding of geography and provide a broad chronological overview of Canadian history. A general understanding of the physical geography of Canada and the United States is important as it forms the basis for the understanding of human activity and future development in the region. This will provide a framework for the study of other regions. The choice of South America as an area of study allows students to continue to develop a global perspective.



**TOPICA Geography of North America: Canada and the United States**

The intent of the study is to help students develop an understanding of the effects of geography on patterns of life in Canada and the United States.

Students will study regions within Canada and the United States.

**ISSUES AND QUESTIONS FOR INQUIRY**

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How are patterns of life in Canada and the United States influenced by human and physical geography?
  - To what extent does physical environment shape a people's way of life?
- Related:
- What are the major physical features of Canada and the United States?
  - What are the major characteristics of the human geography of Canada and the United States?
  - What are the major economic regions of Canada and the United States.?
  - How are Canada and the United States linked by physical and human geography?
  - To what extent should we modify our physical environment?

**ATTITUDE OBJECTIVES**

Students will be encouraged to develop:

- Appreciation for the way people interact with their environment.





**KNOWLEDGE OBJECTIVES**

Students will demonstrate an understanding of the following:

**MAJOR GENERALIZATION**

The interactions of people with their physical environment continues to influence patterns of life in Canada and the United States.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"><li>- The physical environment of a region can be understood by examining its geographic features.</li></ul>	<ul style="list-style-type: none"><li>- physical geography</li></ul>	<ul style="list-style-type: none"><li>- location</li><li>- landforms</li><li>- bodies of water</li><li>- climate</li><li>- vegetation</li><li>- natural resources</li></ul>
<ul style="list-style-type: none"><li>- People interact with their physical environment to satisfy their basic needs.</li></ul>	<ul style="list-style-type: none"><li>- human geography</li></ul>	<ul style="list-style-type: none"><li>- interdependence</li><li>- transportation</li><li>- communication</li><li>- population patterns</li><li>- resource development</li><li>- trade patterns</li></ul>
<ul style="list-style-type: none"><li>- Unequal distribution of resources may lead to interdependence among people of different regions.</li></ul>		
<ul style="list-style-type: none"><li>- Regions can be defined by a variety of criteria.</li></ul>	<ul style="list-style-type: none"><li>- regions</li></ul>	<ul style="list-style-type: none"><li>- physical</li><li>- political</li><li>- economic</li></ul>



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### SKILL OBJECTIVES

Students will be able to do the following:

### PROCESS SKILLS

Locating/Organizing/Interpreting

- Read and interpret graphs, tables, pictographs for information on human and physical geography.
- Read and interpret maps (physical regions, political regions, climate).

Analyzing/Synthesizing/Evaluating

- Infer reasons for human geography defining a region.
- Draw conclusions on how intensive human activities alter the physical characteristics of places.

### COMMUNICATION SKILLS

- Write a multiple paragraph composition describing the impact of geography on the development of Canada and the United States.

### PARTICIPATION SKILLS

- Participate in group work and decision-making by negotiating the allocation of tasks with group members.

### INQUIRY SKILLS

Problem-Solving  
Decision-Making



**TOPIC B South America: A Case Study of Brazil**

The intent of the study is to help students understand relationships between history and geography.

Students will study the physical and human geography of Brazil over time.

**ISSUES AND QUESTIONS FOR INQUIRY**

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major:           – What has been the interaction between physical and human geography in Brazil over time?

Related:       – What are the major physical features of South America?

                  – What impact did physical geography have on the early settlement of Brazil?

                  – How does the culture of Brazil reflect the variety of origins of its people?

                  – How has human settlement altered the physical environment of Brazil? (Past and Present)

                  – What issues and trends are likely to influence the relationships of the people of Brazil with their physical environment?

**ATTITUDES OBJECTIVES**

Students will be encourage to develop:

– Appreciation for the way people have interacted with their environment.





**KNOWLEDGE OBJECTIVES**

Students will demonstrate an understanding of the following:

**MAJOR GENERALIZATION**

The interactions of people with their physical environment continues to influence patterns of life in Brazil.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"><li>- Physical geography is a major determiner of human settlement.</li><li>- The physical environment provides opportunity and at the same time imposes limitations.</li><li>- Modification of the physical environment can have both beneficial and detrimental effects.</li></ul>	<ul style="list-style-type: none"><li>- settlement patterns</li><li>- human geography</li></ul>	<ul style="list-style-type: none"><li>- physical geography</li><li>- exploration</li><li>- settlement</li><li>- expansion</li><li>- transportation</li><li>- communication</li><li>- population patterns</li><li>- resource development</li><li>- lifestyle</li><li>- cultural groups</li></ul>



**SKILL OBJECTIVES**

Students will be able to do the following:

**PROCESS SKILLS****Locating/Organizing/Interpreting**

- Read and interpret charts, graphs, tables for information on the human and physical geography of Brazil.
- Read and interpret historical maps.

**Analyzing/Synthesizing/Evaluating**

- Categorize data as economic, social and political aspects of the culture(s) of Brazil.
- Draw conclusions about the impact of technology on the people of Brazil.

**COMMUNICATION SKILLS**

- Present orally, a report describing the impact of geography on the development of Brazil.

**PARTICIPATION SKILLS**

- Participate in group decision-making by providing ideas about future development of Brazil.

**INQUIRY SKILLS**

Problem-Solving  
Decision-Making



## TOPIC C Canada: History to the Twentieth Century

The intent of the study is to help students develop an understanding of Canada's past.

Students will study the historical development of Canada to the present century.

### ISSUES AND QUESTIONS FOR INQUIRY

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How did Canada become a nation?
- Related:
- How did the French and British influence the development of Canada?
  - What were the reasons for exploration and settlement?
  - What factors contributed to Canada's expansion?
  - What were the reasons for Confederation?
  - Why did bilingualism develop in Canada?
  - Why was the West settled?
  - How did individuals contribute to the political development of Canada?

### ATTITUDE OBJECTIVES

Students will be encouraged to develop:

- Appreciation for the contributions of individuals to the development of Canada
- Appreciation for the bilingual nature of Canada.



## KNOWLEDGE OBJECTIVES

Students will demonstrate an understanding of the following:

## MAJOR GENERALIZATION

The development of Canada as a country has been shaped by a number of significant events and contributions of individuals.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"> <li>- Colonization was one result of competition between nations for new territory.</li> <li>- Many different factors influenced the settlement and exploration of Canada.</li> <li>- The use of more than one official language results from a nation's unique history.</li> <li>- Confederation was a response both to internal and external pressures.</li> </ul>	<ul style="list-style-type: none"> <li>- colonization</li> <li>- settlement</li> <li>- nationhood</li> </ul>	<ul style="list-style-type: none"> <li>- New France</li> <li>- British colonies</li> <li>- authority (colonial government)</li> <li>- United Empire Loyalists</li> <li>- Explorers (Western Canada)</li> <li>- Migration from Europe</li> <li>- Red River Settlement</li> <li>- Two founding Peoples</li> <li>- Proclamation Act 1763</li> <li>- Quebec Act 1774</li> <li>- Constitutional Act 1791</li> <li>- political unrest in the colonies               <ul style="list-style-type: none"> <li>• Papineau/William Lyon MacKenzie</li> <li>• Rebellions of 1837</li> <li>• Act of Union 1841</li> </ul> </li> <li>- Confederation               <ul style="list-style-type: none"> <li>• American Civil War</li> <li>• B.N.A. Act, 1867</li> <li>• John A. Macdonald</li> <li>• Bilingualism</li> </ul> </li> <li>- Riel Rebellion</li> <li>- C.P.R.</li> <li>- Creation of provinces</li> </ul>





### SKILL OBJECTIVES

Students will be able to do the following:

### PROCESS SKILLS

#### Locating/Organizing/Interpreting

- Read and interpret charts showing the political development of Canada.
- Read and interpret historical maps (physical, political).

#### Analyzing/Synthesizing/Evaluating

- Compare alternative points about political change present in the colonies prior to Confederation.
- Categorize the political persuasion of selected historical Canadians as radicals, moderate reformers or conservatives.
- Synthesize data by relating the causes/effects of significant events in Canada's political history.

### COMMUNICATION SKILLS

- Construct a timeline of major events shaping the political development of Canada.
- Write a multiple paragraph composition comparing two distinct perspectives on historical events and/or individuals

### PARTICIPATION SKILLS

- Participate in group decision-making by applying the rules of parliamentary procedure to resolve a political issue/question.

### INQUIRY SKILLS

Problem-Solving  
Decision-Making



**GRADE NINE****ECONOMIC GROWTH: DIFFERING PERSPECTIVES**

**TOPIC A** Economic Growth: U.S.A.

**TOPIC B** Economic Growth: U.S.S.R.

**TOPIC C** Canada: Responding to Change

**FOCUS:**

Underlying economic growth is the conflict between unlimited economic needs and wants and limited natural and human resources. The focus is on industrialization and the way that the United States and the Soviet Union have organized themselves economically. Issues related to technological change will be emphasized in the study of Canada. The relationships among economic growth, economic organization and quality of life will be examined.

**RATIONALE:**

Through the study of the economic development of the United States, the Soviet Union and Canada, students will learn to make informed choices about economic growth and technological change.



**TOPIC A Economic Growth: U.S.A.**

The intent of the study is to help students understand how economic growth within a market economy affects the quality of life.

The students will study the growth of industrialization in the United States.

**ISSUES AND QUESTIONS FOR INQUIRY**

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How has a market economy influenced economic growth in the United States?
  - How has the quality of life been shaped by economic growth in the United States?
- Related:
- What were some important historical influences upon industrialization in the United States?
  - How did the changes in technology influence work?
  - How did the changes in technology influence production?
  - What are some of the factors that led to the development of corporations?
  - What role have entrepreneurs played in the economic growth of the United States?
  - What role has labour played in the economic growth of the United States?
  - What role has government played in the economic growth of the United States?
  - To what extent can individuals influence the economy?
  - What are some advantages and disadvantages to the individual in a market economy?

**ATTITUDE OBJECTIVES**

Students will be encouraged to develop:

- Appreciation for the differences between the industrial development of Canada and the United States





## KNOWLEDGE OBJECTIVES

Students will demonstrate an understanding of the following:

## MAJOR GENERALIZATION

A market economy has been the vehicle for economic growth in the United States.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"> <li>- Significant change results from industrialization.</li> </ul>	<ul style="list-style-type: none"> <li>- industrialization</li> </ul>	<ul style="list-style-type: none"> <li>- Industrial Revolution               <ul style="list-style-type: none"> <li>• domestic/factory system</li> <li>• urbanization</li> <li>• mechanization</li> <li>• specialization</li> </ul> </li> <li>- mass production</li> <li>- automation</li> <li>- transportation</li> <li>- immigration</li> <li>- change</li> </ul>
<ul style="list-style-type: none"> <li>- In a market economy, land, labour and capital are combined by private producers.</li> </ul>	<ul style="list-style-type: none"> <li>- market economy</li> </ul>	<ul style="list-style-type: none"> <li>- scarcity</li> <li>- factors of production</li> <li>- corporations</li> <li>- role of entrepreneurs</li> <li>- role of labour</li> <li>- role of government</li> <li>- role of consumers</li> <li>- beliefs/values</li> </ul>
<ul style="list-style-type: none"> <li>- In a market economy, the quality of life is influenced by an emphasis on individualism and private ownership.</li> </ul>	<ul style="list-style-type: none"> <li>- quality of life</li> </ul>	<ul style="list-style-type: none"> <li>- lifestyle (social, economic, spiritual, physical, etc.)</li> </ul>



**DRAFT**

## SKILLS OBJECTIVES

Students will be able to do the following:

## PROCESS SKILLS

### Locating/Organizing/Interpreting

- Read and interpret charts showing the industrial development of the U.S.A.
- Read and interpret, maps (physical regions, political regions, climate).
- Read and interpret historical maps.
- Read and interpret maps which relate the location and development of industries in U.S.A.

### Analyzing/Synthesizing/Evaluating

- Compare views about relationships between business, labour and government.
- Compare points of view about relationships between materialism, quality of life and industrial growth.
- Formulate alternative solutions to the issue of whether or not industrial growth should be limited in the United States.

## COMMUNICATION SKILLS

- Construct a timeline of major events showing the industrial development of the U.S.A.
- Write a research paper that includes factual, value and policy claims about the impact of "new" technology on industry.

## PARTICIPATION SKILLS

- Participate in group decision-making by settling a simulated labour/management dispute.

## INQUIRY SKILLS

Problem-Solving  
Decision-Making



**TOPIC B Economic Growth: U.S.S.R.**

The intent of the study is to help students understand how economic growth within a centrally planned economy affects the quality of life.

Students will study the growth of industrialization in the Soviet Union.

**ISSUES AND QUESTIONS FOR INQUIRY**

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

Major:        – How has a centrally planned economy influenced economic growth in the Soviet Union?

                 – How has the quality of life been shaped by economic growth in the Soviet Union?

Related:     – What are the important geographic and economic influences on the industrial development of the Soviet Union?

                 – What were some important historical influences upon industrialization in the Soviet Union?

                 – How are the lives of citizens affected by the economic system?

                 – What role has government played in the economic growth of the Soviet Union?

                 – To what extent can individuals influence the economy?

                 – What are some advantages and disadvantages to the individual in a centrally planned economy?

**ATTITUDE OBJECTIVES**

Students will be encouraged to develop:

– Appreciation for the ways in which different economic systems meet the needs of the people.



## KNOWLEDGE OBJECTIVES

Students will demonstrate an understanding of the following:

## MAJOR GENERALIZATION

A centrally planned economy has been the vehicle for economic growth in the Soviet Union.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"> <li>- The physical environment provides opportunity and at the same time imposes limitations.</li> </ul>	<ul style="list-style-type: none"> <li>- geography</li> </ul>	<ul style="list-style-type: none"> <li>- location</li> <li>- size</li> <li>- population distribution</li> <li>- landforms</li> <li>- bodies of water</li> <li>- climate</li> <li>- vegetation</li> <li>- natural resources</li> </ul>
<ul style="list-style-type: none"> <li>- Significant change results from industrialization.</li> <li>- The growth of industrialization was based on government planning.</li> </ul>	<ul style="list-style-type: none"> <li>- industrialization</li> </ul>	<ul style="list-style-type: none"> <li>- economic and social conditions in Russia prior to 1917               <ul style="list-style-type: none"> <li>• serfdom</li> <li>• agrarian society</li> </ul> </li> <li>- 1917 Revolution (causes and results)</li> <li>- economic planning               <ul style="list-style-type: none"> <li>• New Economic Policy – Lenin</li> <li>• Collectives</li> <li>• 5 Year Plans – Stalin</li> <li>• change</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>- In a centrally planned economy, land, labour and capital are combined by government.</li> </ul>	<ul style="list-style-type: none"> <li>- centrally planned economy</li> </ul>	<ul style="list-style-type: none"> <li>- scarcity</li> <li>- factors of production</li> <li>- role of government</li> <li>- role of consumers</li> <li>- centralization</li> <li>- beliefs/values</li> </ul>
<ul style="list-style-type: none"> <li>- In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership.</li> </ul>	<ul style="list-style-type: none"> <li>- quality of life</li> </ul>	<ul style="list-style-type: none"> <li>- lifestyle (social, economic, spiritual, physical, etc.)</li> </ul>





## SKILL OBJECTIVES

Students will be able to do the following:

### PROCESS SKILLS

#### Locating/Organizing/Interpreting

- Read and interpret charts showing the industrial development of the U.S.S.R.
- Read and Interpret a variety of materials as well as tables, graphs and maps depicting relevant economic data.
- Read and interpret maps (physical regions, political regions, climate)
- Read and interpret historical maps.
- Read and interpret maps which relate the location and development of industries in different regions of the Soviet Union.

#### Analyzing/Synthesizing/Evaluating

- Analyze and evaluate data by discriminating between authoritative documentation and propaganda.
- Determine effects of a centrally planned economy to aspects of lifestyles like consumerism, education.

### COMMUNICATION SKILLS

- Construct a timeline of major events shaping the industrial development of the Soviet Union.
- Present orally, by expressing a point of view regarding the effectiveness of a centrally planned economic system and its impact on lifestyle.

### PARTICIPATION SKILLS

- Participate in group decision-making by trying to reach group consensus on the advantages and disadvantages of living in a centrally planned economy.
- Participate in group decision-making by assuming a specific role.

### INQUIRY SKILLS

Problem-Solving  
Decision-Making



TOPIC C Canada: Responding to Change

The intent of the study is to help students understand technological change and its effect on quality of life in order that they can make informed choices about economic growth.

Students will study economic growth and technological change in the Canadian context.

ISSUES AND QUESTIONS FOR INQUIRY

Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How should we respond to technological change?
- Related:
- How is technological change affecting our quality of life?
  - How is technology affecting the way people work?
  - How is technological change affecting the world of work?
  - In what ways can individuals influence technological change?
  - In what ways can government influence technological change?
  - How are labour and management responding to technological change?
  - To what extent should governments influence economic growth?
  - What are some advantages and disadvantages of continued economic growth?

ATTITUDES OBJECTIVES

Students will be encouraged to develop:

- An appreciation for the varied effects of economic growth on our quality of life.



**KNOWLEDGE OBJECTIVES**

Students will demonstrate an understanding of the following:

**MAJOR GENERALIZATION**

Economic growth and technological change affect the quality of life.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
<ul style="list-style-type: none"><li>- Technology has affected our way of life and will continue to influence our future.</li></ul>	<ul style="list-style-type: none"><li>- technology</li></ul>	<ul style="list-style-type: none"><li>- utilization<ul style="list-style-type: none"><li>• primary industries</li><li>• secondary industries</li><li>• tertiary industries</li></ul></li><li>- innovation (robotics, computers, information revolution, genetics)</li><li>- implications<ul style="list-style-type: none"><li>• social</li><li>• economic</li><li>• political</li><li>• environmental</li></ul></li></ul>
<ul style="list-style-type: none"><li>- In a mixed economy, economic decisions are made by both the public and private sectors.</li></ul>	<ul style="list-style-type: none"><li>- mixed economy</li></ul>	<ul style="list-style-type: none"><li>- scarcity</li><li>- factors of production</li><li>- role of business, labour, government, consumers</li><li>- labour-management relations</li><li>- public sector</li><li>- private sector</li><li>- beliefs/values</li></ul>
<ul style="list-style-type: none"><li>- Quality of life is affected by changes in technology.</li></ul>	<ul style="list-style-type: none"><li>- quality of life</li></ul>	<ul style="list-style-type: none"><li>- lifestyle (social, economic, spiritual, physical, etc.)</li></ul>



**SKILL OBJECTIVES**

Students will be able to do the following:

**PROCESS SKILLS****Locating/Organizing/Interpreting**

- Read and interpret charts showing the industrial development of Canada.
- Read and interpret maps which relate the location and development of industries in different regions of Canada.

**Analyzing/Synthesizing/Evaluating**

- Compare views about relationships between business, labour and government.
- Evaluate data by isolating bias and/or emotionalism in at least two different viewpoints about controlling the introduction of new technology.
- Predict consequences of encouraging/discouraging specific technological advances in industry.
- Compare points of view about relationships between materialism, quality of life and industrial growth.

**COMMUNICATION SKILLS**

- Prepare and deliver a group position paper on the impact of industrialization on the physical environment.

**PARTICIPATION SKILLS**

- Participant in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer, Devil's Advocate) in preparing a group report.

**INQUIRY SKILLS**

Problem-Solving  
Decision-Making





## SOCIAL STUDIES SKILL DEVELOPMENT CHART

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for grades 7, 8, and 9, but the teacher determines the actual introduction of a skill based on the needs and nature of the learner. Skills identified in shaded sections/pages are a major responsibility of the social studies program. The other skills may become a shared responsibility of social studies and other subjects. The skills may be introduced, developed, used and/or reinforced in other subject areas. The skills have been grouped into the following categories:

**PROCESS SKILLS** – skills that help one acquire, evaluate and use information and ideas

LOCATING/ORGANIZING/INTERPRETING  
ANALYZING/SYNTHESIZING/EVALUATING

**COMMUNICATION SKILLS** – skills that help one receive, express and present information and ideas

**PARTICIPATION SKILLS** – skills that help one interact with others

**INQUIRY SKILLS** – skills (strategies) that help one answer questions, solve problems and make decisions utilizing process, communication and participation skills

PROBLEM-SOLVING  
DECISION-MAKING

Skills on the chart are identified at three levels:

**Awareness Level** – The teacher uses or models the skill through teaching.

**Instructional Level** – The skill is formally introduced to students through planned learning experiences. The skill is testable at this level.

**Independent Level** – The skill should be maintained through review or developed systematically through subsequent grades.

### GUIDE TO SYMBOLS USED

☐ Awareness

• Instructional

★ Independent



Shaded skill sections identify the skills that are the major responsibility of the social studies program.



Unshaded skill sections identify skills that are a shared responsibility of social studies and other subject areas

\*Skills only at the instructional level are stated on each of the grade/topic pages of the Program of Studies.



## SKILL OBJECTIVES

Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components.

### PROCESS SKILLS

6 7 8 9

#### 1. LOCATING/ORGANIZING/INTERPRETING

(gaining access to information and ideas)

Find materials in a library:

- |  |   |                          |                          |                          |
|--|---|--------------------------|--------------------------|--------------------------|
| 1. Find different categories of books according to Dewey Decimal System                                  | • | •                        | •                        | •                        |
| 2. Use card catalogue to find call numbers   | • | •                        | •                        | •                        |
| 3. Use card catalogue to learn that a book is listed in three ways - by subject, by author and by title. | • | •                        | •                        | •                        |
| 4. Use the Reader's Guide to Periodical Literature   |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Work with books including reference works:

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Learn how to find material in a library   | • | • | ★ | ★ |
| 2. Use title, table of contents, index, glossary, appendix, lists, copyright date  | • | • | ★ | ★ |
| 3. Choose from a variety of books appropriate to the purpose including dictionaries, Year Books, almanacs, encyclopedias | • | • | ★ | ★ |
| 4. Distinguish between fact and fiction  | • | • | ★ | ★ |
| 5. Locate information in encyclopedia using key word, letters on volume, index and cross references                      | • | • | ★ | ★ |

Read Newspapers, magazines and pamphlets as sources of information:

- |   |                          |   |   |   |
|---|--------------------------|---|---|---|
| 1. Select important news items  | •                        | • | ★ | ★ |
| 2. Select material pertinent to class activities  | •                        | • | ★ | ★ |
| 3. Learn about the sections of a newspaper, its organization and purpose                          | <input type="checkbox"/> | • | ★ | ★ |
| 4. Recognize the differences in purpose and coverage of different magazines, papers and pamphlets | •                        | • | ★ | ★ |
| 5. Recognize cartoons as a source of information  | •                        | • | ★ | ★ |

Read to acquire information:

- |  |                          |   |   |   |
|--|--------------------------|---|---|---|
| 1. Recognize and be able to use terms related specifically to social studies               | •                        | • | • | • |
| 2. Read materials appropriate to the grade level to find answers to questions              | •                        | • | • | • |
| 3. Skim to find a particular word, get a general impression or locate specific information | <input type="checkbox"/> | • | • | • |



## PROCESS SKILLS (cont'd)

	6	7	8	9
4. Make use of headings, topic sentences and summary sentences to select main ideas and differentiate between main and subordinate ideas	<input type="checkbox"/>	•	•	•
5. Recognize relationships such as sequence, cause, effect, space/place, time	•	•	•	•
6. Recognize and comprehend codes such as asterisks	•	•	•	•
7. Read with purpose and discrimination and consciously evaluate what is read	•	•	•	•
8. Learn to adjust reading rate to type of material	•	•	•	•
<b>Listen and observe to acquire information:</b>				
1. Listen and observe with a purpose	•	•	•	•
2. Identify a sequence of ideas and select those that are most important	•	•	•	•
3. Relate, compare and evaluate information gained through listening and observing with that gained from other sources of information	•	•	•	•
4. Reserve judgement until a presentation has been heard or observed	•	•	•	•
5. Take notes while continuing to list and to observe			<input type="checkbox"/>	•
6. Analyze/evaluate video and audio presentations, e.g., models, exhibits and other graphic materials concerned with social studies topics			<input type="checkbox"/>	•
7. Listen to identify speaker's purpose			<input type="checkbox"/>	•
<b>Gather facts from field studies and interviews:</b>				
1. Identify the purpose of the field study or interview	•	•	•	•
2. Plan procedures, rules of behaviour, questions to be asked, and things to look for	•	•	•	•
3. Evaluate the planning and execution of the field study or interview	•	•	•	•
4. Use acceptable ways of opening and closing an interview	•	•	•	•
5. Express appreciation for courtesies extended during the field study or interview	•	•	•	•
6. Record, summarize and evaluate information	•	•	•	•
<b>Gather facts using computers:</b>				
1. Use programs to assist in the study of specific content areas.	★	★	★	★
2. Use a word processing program to write a paragraph or report	•	•	•	•
3. Use programs to simulate situations impractical to reproduce in the classroom	•	•	•	•
4. Use data base to collect and organize information	•	•	•	•





## PROCESS SKILLS (cont'd)

6 7 8 9

### Interpret pictures, photos, charts, tables:

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Recognize these materials as sources of information   | • | • | • | • |
| 2. Note and describe the content of the material, general and specific   | • | • | ★ | ★ |
| 3. Distinguish between types of pictorial material, recognize the advantage of each and the need for objectivity in interpretation |   |   | □ | • |
| 4. Understand and construct different types of graphs  | • | • | ★ | ★ |
| 5. Interpret and draw inferences from graphs, charts, tables   | • | • | ★ | ★ |
| 6. Recognize relationships among information from graphs, charts, tables   |   | □ | ★ | ★ |
| 7. Interpret point of view expressed in cartoons   |   | □ | • | • |
| 8. Use information from these and other materials to draw conclusions  | • | • | • | • |
| 9. Recognize features shown on air photos  |   | □ | • | • |
| 10. Compare maps and photos of the same area   | □ | • | ★ | ★ |

### Interpret maps and globes:

#### Symbols

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Understand that real objects can be represented by pictures or symbols on a map                            | • | • | • | • |
| 2. Interpret and use map legends on different kinds of maps   | • | • | • | • |
| 3. Study a colour relief and contour lines shading to visualize the nature of the area (elevation and relief) |   | □ | • | • |

#### Direction

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Use cardinal and intermediate directions, e.g., NE, SW, in classroom, neighbourhood with the use of a compass | • | • | ★ | ★ |
| 2. Orient simple maps to direction   | • | • | • | • |

#### Locate places on maps and globes:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Recognize the home community, province and country on a map or globe   | • | ★ | ★ | ★ |
| 2. Recognize and name continents and major water bodies by size, shape and position on a map or globe                               | • | • | ★ | ★ |
| 3. Identify and use geographic terminology for land water features – bay, gulf, inlet, peninsula, isthmus, etc.                     | • | • | ★ | ★ |
| 4. Locate places and/or features using a number and a letter key system (grid on highway maps, atlases)                             | • | • | ★ | ★ |
| 5. Locate and name the provinces, territories and capital cities on a map of Canada   | • | • | ★ | ★ |
| 6. Use latitude and longitude in locating places on maps  | □ | • | ★ | ★ |
| 7. Identify time zones and the International Date Line, relate these to longitude, the earth's rotation and time problems of travel | • | • | • | ★ |
| 8. Relate current events to areas on a world map or globe   | • | • | ★ | ★ |
| 9. Learn to use/make simple sketch maps to show location  | • | • | ★ | ★ |





## PROCESS SKILLS (cont'd)

6 7 8 9

10. Read into a map relationships suggested by data  
e.g., factors which determine the location of cities
11. Recognize the major river systems on a map or globe
12. Recognize the major nation states on a map or globe

•	•	•	•
		<input type="checkbox"/>	•
		<input type="checkbox"/>	•

### Scale and distance:

1. Make simple large-scale maps of a familiar area, such as classroom, neighbourhood
2. Compare actual length of a block or a kilometer with that shown on a large-scale map
3. Determine distance on a map by using a scale
4. Compare maps of the same area drawn with different scales
5. Estimate distances on a globe, using latitude
6. Recognize the distortions involved in any representation of the earth, other than a globe

•	★	★	★
•	•	★	★
•	•	★	★
•	•	★	★
		<input type="checkbox"/>	•
		<input type="checkbox"/>	•

### Understand time and chronology:

#### Time system and calendar

1. Comprehend the Christian system of chronology – BC and AD
2. Learn to translate dates into centuries

<input type="checkbox"/>	•	★	
<input type="checkbox"/>	•	•	•

### Chronological series of events and differences in duration of various periods of time

1. learn to think of the separation of an event from the present in arithmetical terms
2. Understand and make simple time lines

•	•	★	★
•	•	★	★

### Organize Information

1. Make an outline of topics to be investigated and seek material about each major point, using more than one source
2. Select the main idea and supporting facts
3. Compose a title for a story, picture, graph, map or chart
4. Select answers to questions from material heard, viewed or read
5. Take notes and make a record of the source by author, title, page
6. Classify pictures, facts and events under main headings or in categories
7. Arrange events, facts, and ideas in sequence
8. Make simple outlines of material read, heard or viewed
9. Write a summary of main points encountered in oral, written, or viewed presentations
10. Make a simple table of contents
11. Construct sketch maps
12. Construct thematic maps using cartographic techniques

•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
<input type="checkbox"/>	•	•	•
•	•	•	•
•	•	•	•
<input type="checkbox"/>	•	•	•
<input type="checkbox"/>	•	•	•
•	•	•	•
		<input type="checkbox"/>	•
		<input type="checkbox"/>	•



## PROCESS SKILLS (cont'd)

6 7 8 9

### 2. ANALYZING/SYNTHESIZING/EVALUATING

(using information and/or ideas)

- |  |   |   |                          |   |
|--|---|---|--------------------------|---|
| 1. Compare objects, pictures to see if they are identical, similar, related or unrelated   | ★ | ★ |                          |   |
| 2. Distinguish between fact and fiction, between fact and opinion, between fact and theory   | • | • | •                        | • |
| 3. Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel, or inconsistent, unrelated or contradictory | • | • | •                        | • |
| 4. Consider which source of information is more acceptable, and why  | • | • | •                        | • |
| 5. Examine reasons for contradictions in evidence  |   |   | <input type="checkbox"/> | • |
| 6. Examine material for consistency, reasonableness, and freedom from bias   |   |   | <input type="checkbox"/> | • |
| 7. Recognize propaganda and its purposes in a given context  |   |   | <input type="checkbox"/> | • |
| 8. Recognize primary and secondary sources of information  |   |   | <input type="checkbox"/> | • |
| 9. Recognize that information can be slanted through sources, viewpoint, time  |   |   | <input type="checkbox"/> | • |
| 10. Reach tentative conclusions  | • | • | •                        | • |
| 11. Draw inferences and make generalizations from evidence   | • | • | •                        | • |

### COMMUNICATING SKILLS

(oral and written expression)

Speak with accuracy and poise:

- |   |   |   |                          |   |
|---|---|---|--------------------------|---|
| 1. Develop and use an appropriate vocabulary  | • | • | •                        | • |
| 2. Pronounce words correctly and enunciate clearly  | • | • | •                        | • |
| 3. Prepare and use notes in presenting an oral report   | • | • | •                        | • |
| 4. Keep to the point in all situations  | • | • | •                        | • |
| 5. Communicate in a variety of situations (committee, panel, formal meeting) as a leader or participant |   |   | <input type="checkbox"/> | • |
| 6. Learn to defend a point of view  | • | • | •                        | • |
| 7. Communicate in a variety of ways by using different media such as video, tape recordings, etc.       | • | • | •                        | • |



## COMMUNICATING SKILLS (cont'd)

6 7 8 9

Write with clarity and exactness:

- |  |                          |   |                          |   |
|--|--------------------------|---|--------------------------|---|
| 1. Keep neat, well-organized student materials   | •                        | • | •                        | • |
| 2. Develop skills of writing correctly, lettering, shading                                 | •                        | • | •                        | • |
| 3. Collect, evaluate, and organize information around a clearly defined topic              | <input type="checkbox"/> | • | •                        | • |
| 4. Write independently, give credit for quoted material, and avoid copying from references | •                        | • | •                        | • |
| 5. Include a bibliography to show source of information                                    | •                        | • | •                        | • |
| 6. Proofread and revise  | •                        | • | •                        | • |
| 7. Write in correct sentences  | •                        | • | •                        | • |
| 8. Write in clear, coherent, correct paragraphs  | <input type="checkbox"/> | • | •                        | • |
| 9. Write multi-paragraph compositions  |                          |   | <input type="checkbox"/> | • |
| 10. Increase writing vocabulary using dictionary, thesaurus                                | •                        | • | •                        | • |
| 11. Write correctly, applying skills of spelling, punctuation and capitalization           | •                        | • | •                        | • |
| 12. Develop thesis statement and supporting information                                    |                          | • | •                        | • |

## PARTICIPATION SKILLS

6 7 8 9

(Application of knowledge and skills through interpersonal relationships and social participation)

Self-Worth:

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Demonstrate evidence of concern for self   | • | • | • | • |
| 2. Display self-confidence  | • | • | • | • |
| 3. Seek help when required  | • | • | • | • |
| 4. Make choices and decisions   | • | • | • | • |
| 5. Be aware that needs for attention, acceptance, approval and affection are common to all  | • | • | • | • |
| 6. Be aware that one person's behaviour causes approval or disapproval in another person  | • | • | • | • |
| 7. Recognize that differences between oneself and others are not unusual and that they contribute to each individual's uniqueness | • | • | • | • |
| 8. Understand, accept, and offer constructive criticism   | • | • | • | • |
| 9. Work independently without supervision   | • | • | • | • |





## PARTICIPATION SKILLS (cont'd)

6 7 8 9

### Interpersonal Relations:

- |   |                          |   |   |   |
|---|--------------------------|---|---|---|
| 1. Show respect for the rights and opinions of others   | •                        | • | • | • |
| 2. Demonstrate a willingness to take turns in play, speaking, etc.  | •                        | • | • | • |
| 3. Demonstrate the constant development of courteous behaviour  | •                        | • | • | • |
| 4. Display self-control   | •                        | • | • | • |
| 5. Understand the need for rules and the necessity for observing them   | •                        | • | • | • |
| 6. Engage in fair play  | •                        | • | • | • |
| 7. Demonstrate a willingness and ability to include newcomers   | •                        | • | • | • |
| 8. Respond voluntarily to the needs of others in distress   | •                        | • | • | • |
| 9. Offer encouragement and approval to others   | •                        | • | • | • |
| 10. Compromise and co-operate when conflict arises  | •                        | • | • | • |
| 11. Demonstrate the ability to disagree, when warranted, in an acceptable manner                                      | •                        | • | • | • |
| 12. Appreciate and respect the beliefs, practices, and contributions of people of other countries races and religions | <input type="checkbox"/> | • | • | • |

### Group and discussion skills:

- |   |   |                          |   |   |
|---|---|--------------------------|---|---|
| 1. Take part in making the rules needed by the group  | • | •                        | • | • |
| 2. Demonstration ability to keep to the task  | • | •                        | • | • |
| 3. Accept the role of leader or follower as the situation requires  | • | •                        | • | • |
| 4. Make meaningful contributions to discussion, supporting ideas with facts and reasons                       | • | •                        | • | • |
| 5. Make a point but do not monopolize   | • | •                        | • | • |
| 6. Give feedback in a non-threatening manner by avoiding loaded words and negative body language              |   | <input type="checkbox"/> | • | • |
| 7. Recognize a person's emotions/reactions to determine their feelings or view                                |   | <input type="checkbox"/> | • | • |
| 8. Distinguish between work that can be done efficiently by individuals and that which calls for group effort | • | •                        | • | • |
| 9. Contribute to the solving of group problems  | • | •                        | • | • |
| 10. Accept and abide by the decision of the group   | • | •                        | • | • |

### Leadership:

- |   |  |                          |                          |   |
|---|--|--------------------------|--------------------------|---|
| 1. Establish and use rules to conduct a meeting                         |  | <input type="checkbox"/> | •                        | • |
| 2. Facilitate the summarizing of opposing views and points of agreement |  |                          | <input type="checkbox"/> | • |
| 3. Tactfully enforce the rules of discussion, debate and forum, etc.    |  |                          | <input type="checkbox"/> | • |
| 4. Learn how and when to delegate authority                             |  | <input type="checkbox"/> | •                        | • |





## **INQUIRY SKILLS**

Inquiry is a strategy used to seek information about a question, a problem or an issue. Skills combined from process, communication and participation categories are used in solving problems, making decisions and in processing information.

Issues and questions may be investigated using different inquiry strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. At times a step-by-step approach may be best. At other times creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity.

### **A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEM**

Problem solving is a strategy of using a variety of skills to determine a solution to a question (who, why, what, where, when, how).

- Define a question/problem
- Develop questions or hypothesize to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

### **A MODEL FOR MAKING DECISIONS**

Decision-making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

- Identify an issue
- Identify possible solutions
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action

### **Major Sources Considered in Constructing the Social Studies Skill Development Chart**

Johns, Eunice and Fraser, Dorothy McClure, Appendix, *Social Studies Skills: A Guide to Analysis and Grade Placement*. In Helen McCracken Carpenter (Ed.) *Skill Development in Social Studies*, 33rd Yearbook, National Council for Social Studies, Washington, D.C.

NCSS Position Paper, *Skills in the Social Studies Curriculum*, Social Education, April, 1984.

British Columbia Ministry of Education, *Social Studies Curriculum Guide Grade One – Grade Seven*, 1983.

British Columbia Ministry of Education, *Social Studies Curriculum Guide Grade Eight – Grade Eleven*, 1985.

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